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English for Law Enforcement

Методичні вказівки до самостійних занять з англійської мови
для підготовки здобувачів вищої освіти освітнього ступеня «бакалавр»
спеціальності 262 «Правоохоронна діяльність»

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English for Law Enforcement. Методичні вказівки до самостійних занять з англійської мови для здобувачів вищої освіти освітнього ступеня «бакалавр» спеціальності 262 «Правоохоронна діяльність» І частина / Укл.: Шевченко Ю.В., Литвин С.В. – Чернігів: НУ ”Чернігівська політехніка”, 2020. – 73 с.

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ВСТУП

Методичні вказівки призначені для самостійних занять здобувачів вищої освіти спеціальності 262 «Правоохоронна діяльність» та укладені відповідно до чинної навчальної програми з дисципліни «Іноземна мова».

Мета методичних вказівок – сприяти формуванню професійно-орієнтованої іншомовної компетенції в читанні, усному і писемному мовленні, що здійснюється в межах ситуативного професійного контексту.

Методичні вказівки містять 4 модулів, в які входять 8 тем із текстами для читання, завданнями для перевірки прочитаного, лексичними та граматичними вправами, завданнями на розвиток умінь усного мовлення та письма. Граматичні вправи розроблені на лексичному матеріалі з фаху. Підібраний текстовий матеріал є органічним компонентом професійної підготовки здобувачів вищої освіти спеціальності «Правоохоронна діяльність». Різноманітність та варіативність завдань сприятимуть реалізації диференційованого та індивідуального підходів до здобувачів вищої освіти. Фахові тексти та система вправ допоможуть майбутнім правоохоронцям оволодіти відповідною термінологічною лексикою, підготують їх до спілкування іноземною мовою у професійному середовищі.

У кінці методичних вказівок подано граматичний коментар з поясненням граматичного матеріалу, який відпрацьовується у граматичних вправах цього посібника, ілюстрований прикладами з лексичним наповненням зі спеціальності «Правоохоронна діяльність».

Module 1. Law and Order

Unit 1. Law and Order in Society. Historical Aspects

1.1 Answer the following questions:

1. What does the word “justice” mean for you?
2. How can you explain the word “law”?
3. What are informal rules of social and moral behavior?

1.1.1 Match the following English words and expressions with their Ukrainian equivalents:

1) to testify	a) свідок
2) a witness	b) свідчити
3) to investigate	c) правосуддя
4) justice	d) суспільство
5) society	e) розслідувати
6) existence	f) рівність
7) equality	g) існування
8) rules of conduct	h) правила поведінки

1.1.2 Consult a dictionary and practice the pronunciation of the following words and word-combinations. Pay attention to the stress

Society, philosophy, sociology, social sciences, equality, justice, inseparable, enforceable, bureaucracy, to obey, etiquette, conduct, executive, police, frequent.

1.1.3 Read the text to understand what information is of primary importance or new for you:

What is Law?

Although “the law” may seem to be abstract and far removed from everyday life, it actually is a framework for much of what you do. Perhaps you get a traffic ticket or want a local store to replace a defective toaster you bought. Perhaps you must **testify** as a **witness** to an accident or want to stop a road-widening project near your home. Each of these scenarios involves the law. What is law? You can surely find **various definitions** of it, because scholars **investigate** the nature of law through many perspectives, including legal history and philosophy, or social sciences such as

economics and sociology. The study of law raises important questions about **equality, fairness and justice**, which are not always simple. However in the broadest terms, law is the set of rules that guides our **conduct** in society and is **enforceable** through public institutions. The most important institutions for law are the **judiciary**, the **legislature**, the executive, its bureaucracy, the military and police, the legal profession and civil society.

Our relations with one another are governed by many **rules of conduct** – from important concepts of ethics and fair play to minor etiquette matters such as which fork to use and how to introduce strangers to one another. We **obey** these rules because we think they are right or simply because we desire the approval of others. If we do not follow these rules, others may treat us differently – from giving us a disapproving look to completely rejecting us.

The history of law is the history of our race, and the embodiment of its experience. It is the monument of its wisdom and of its frequent want of wisdom. The best thought of the people is to be found in its **legislation**; its daily life is best mirrored in its customs and traditions, which constitute the law of its ordinary **transactions**.

The recognition of the existence of law is inherent in man's nature, and is a necessity of his being. While all true philosophy recognizes that society exists for the individual, and not the individual for society, yet it is also true that the individual is intended to exist in **society**, and that he must in many things subordinate his own will to that of society, since society cannot exist without law. Thus the existence of law is inseparable from that of the human race.

1.1.4 Mark the statements true (T) or false (F) according to the text:

The most important institutions for law are the judiciary, the legislature, the executive.

The study of law doesn't deal with questions of equality, fairness and justice.

The relations between people are governed by many rules of conduct.

Society cannot exist without law.

1.1.5 Make sure that you know the meaning of the words and phrases pointed out in the text 1.1.3, make up your own sentences with them

1.1.6 Write down 5 questions and a summary to the text above

1.2 Answer the following questions:

1. What do you know about the origin of British law?
2. Do you know what law in the UK and the USA guaranteed that nobody can be held in prison without a trial?
3. What was the origin of Habeas Corpus Act?
4. Do you know if Habeas Corpus Act is still on the British statute books?

1.2.1 Read the text to understand what information is new for you:

Habeas Corpus Act

In the Britain, United States and many other English-speaking countries, the law of Habeas Corpus guarantees that nobody can be held in prison **without trial**. Habeas Corpus became a law because of a wild party held in 1621 at the London home of a notoriously rowdy lady, Alice Robinson. When a constable appeared and asked her and her guests to quiet down, Mrs. Robinson allegedly swore at him so violently that he arrested her and a **local justice of the peace** committed her to **jail**.

When she was finally brought to trial, Mrs. Robinson's story of her treatment in prison caused **public outcry**. She had been put on a **punishment** diet of bread and water, forced to sleep on the bare earth, stripped, and given 50 lashes. Such treatment was barbaric even by the **harsh standards of the time**; what made it worse was that Mrs. Robinson was pregnant.

Public anger was so great that she was acquitted, the constable who had arrested her **without a warrant** was himself sent to prison and the **justice** of the peace was severely reprimanded and the case, along with other similar cases, led to the passing of the Habeas Corpus Act in Britain in 1679. The law is still on the British statute books. A version of it is used in the United States, where the law was regarded as such an important guarantee of **liberty** that Article 1 (section 9) of the Constitution declares: "The Privilege of the writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public safety may require it".

"Habeas Corpus" is a part of a Latin phrase – Habeas Corpus ad subjiciendum – that means "Let the body be brought before the judge". In effect, a writ of Habeas Corpus is an order in the name of the people (or, in Britain, of the sovereign) to produce an **imprisoned** person in court at once.

1.2.2 Mark the statements true (T) or false (F) according to the text:

1. Habeas Corpus guarantees that nobody can be held in prisoner without trial.
2. Habeas Corpus became a law because of a car accident held in 1621.
3. Mrs. Robinson's story of her treatment in prison caused a public outcry.
4. Habeas Corpus is still on the British statute books.
5. A writ of Habeas Corpus is an order to produce an innocent person in court.

Vocabulary practice

1.2.3 Make sure that you know the meaning of the words and phrases pointed out in the text 1.2.1, make up your own sentences with them

1.2.4 Find in the text the English equivalents for the following words and expressions

мировий суддя, ордер на арешт, варварське відношення, бунт, повстання, навала, вторгнення, незадоволення громади, ув'язнити, визвати гнівний протест, привести до прийняття закону, одержати сувору догану, стати перед судом, бути виправданим, від імені народу.

1.2.5 Render the following into English

Хабеас Корпус

Згідно з цим актом будь-яка особа, заарештована за будь-який кримінальний злочин, мала право звернутись особисто або через свого представника до корони з проханням видати наказ "Хабеас Корпус" голові в'язниці. Одержавши цей наказ, голова в'язниці був зобов'язаний відвести заарештованого до судді, який перевіряв законність арешту.

Хабеас Корпус – це сама важлива гарантія громадських прав і свобод в Англії: жодна людина не може бути арештована без достатніх причин.

1.3 Answer the following questions:

1. What do you know about Magna Carta?
2. What legal provisions did the Magna Carta contain?

1.3.1 Read the text to understand what information is new for you

The Magna Carta

At the heart of the English system there are two principles of government — **limited government** and representative government. The idea that **government** was not all-powerful first appeared in the Magna Carta, or Great Charter, that King John signed in 1215 under the **threat of civil war**.

Earlier kings of England had issued charters, making promises to their barons. But these were granted by, not exacted from the king and were very generally phrased. Later the **tension between** the Kings and the nobility increased. Since 1199 John's barons had to be promised their rights. It is, therefore, not surprising that Stephen Langton, archbishop of Canterbury, directed baronial unrest into a **demand for** a solemn grant of liberties by the king. The document known as the Articles of the Barons was at last agreed upon and became the text from which the final version of the charter **was drafted and sealed by** John on June 15, 1215.

The Magna Carta established the principle of limited government, in which the power of the monarch, or government, was limited, not absolute. This document provided for **protection against unjust punishment** and the loss of life, liberty, and property except **according to law**. It stipulated that no citizen could be punished or kept in prison without **a fair trial**. Under the Magna Carta, the king agreed that certain taxes could not be levied without popular **consent**.

Although the Magna Carta was originally intended **to protect** aristocracy and not the ordinary citizens, it came in time to be regarded as a cornerstone of British **liberties**. It is one of the oldest written constitutional papers.

1.3.2 Answer the following questions to the text above:

1. What were the two basic principles of the English system of government at the beginning of the 13th century?
2. What political situation necessitated the granting of the Magna Carta?
3. What provisions did the Magna Carta contain?
4. Who enjoyed the rights granted by the Magna Carta?

Vocabulary practice

1.3.3 Give the Ukrainian equivalents for words and expressions pointed out in the text 1.3.1. Make up your own sentences with them

1.3.4 Find in the text 1.4 the English equivalents for the following words and expressions and make up your own sentences with them: правовий

документ, права людини, суспільство, панування закону, дозвіл, наріжний камінь, відповідно до закону, несправедливе покарання, захищати, в'язниця, обіцяти, гарантувати.

1.3.5 Render the text into English

Велика хартія вольностей" 1215 р. (Магна Карта) — перша "неписана" конституція Англії. Велика хартія вольностей традиційно вважається першим правовим документом, в якому закладено основи концепції прав людини, створено передумови для подальшого утвердження свободи і панування закону в житті суспільства. Ця хартія, поряд із привілеями феодалів, закріпила основні, хоча й елементарні, права людини.

Writing

1.4 A. Write an essay commenting the quotation by Edmund Burke “*Bad laws are the worst sort of tyranny*”

B. Prepare a report about legal documents of constitutional importance which affected modern legal systems

Grammar Focus: Present, Past Simple and Continuous

1.5 Choose the appropriate form of the verb (Present Indefinite or Present Continuous):

1. The police (make/ are making) inquires every day. 2. Experts (examine/are examining) the fingerprints now. 3. Look, the suspect (is entering/ enters) the shop now. 4. He often (interviews/ is interviewing) the suspects. 5. She (works/ is working) as a lawyer. 6. A policeman usually (detains/ is detaining) an offender. 7. They (want / are wanting) to be policemen. 8. He (is reading/reads) the text about the role of law enforcement bodies now. 9. The policeman (is interrogating/ interrogates) the suspect now. 10. He (is working/works) as a detective. 11. The (are reading/read) the text about law enforcement agencies now.

1.5.1 Open the brackets using the verbs in Past Simple

1. Hammurabi (to draw up) his code in about 1758 B.C. 2. They (to put) a great stone pillar in a temple. 3. The Greeks (to believe) that laws were made by the people

for the people. 4. They (to punish) him for being drunk while driving. 5. Magna Carta (to establish) the principle of limited government. 6. They (to study) the document yesterday. 9. We (to discuss) the ancient laws at the lesson last week. 10. King John (to draft) the final version of the Magna Charter in 1215. 11. He (to write) the essay about the role of law and order in our society yesterday.

1.5.2 Open the brackets using the verbs in correct forms of Past Simple or Past Continuous

P: What 1)... (you/do) when you 2).....(see) the accident, madam?

H: I 3).....(walk) down the street.

P: What exactly 4).....(you/see)?

H: Well, the driver of the car 5)..... (drive) down the road when suddenly the old man just 6).....(step) in front of him! It 7)..... (be) terrible!

P: 8).....(the driver/speed)?

H: No. not really, but the old man 9)..... (not/look) both ways before he 10).....(try) to cross the road.

P: 11).....(anyone else/see) the accident?

H: Yes, the lady in the post office.

P: Thank you very much.

Unit 2. Legal Systems and Sources of Law

2. 1 Answer the following questions:

1. What legal systems do you know?
2. What are the main difference between them?
3. What type of legal system is used in Ukraine?
4. What type of legal system is used in the UK and the US ?
5. What ancient sources of law do you know?
6. What modern sources of law do you know?

2.1.1 Match the following English words and expressions with their Ukrainian equivalents:

1) unfair	a) регулювати поведінку
2) to regulate conduct	b) несправедливий
3) substantive law	c) правосуддя
4) justice	d) матеріальне право
5) executive branch	e) виконавча гілка влади
6) judicial branch	f) законодавча гілка влади
7) legislative branch	g) судова гілка влади
8) rules of conduct	h) правила поведінки

2.1.2 Read the text for general understanding and do the tasks below

Law and the Legal System

The nature of law is so complex that a precise definition is difficult to provide. In general, however, law is the set of values, institutions and concepts that permit civilization to exist and people to live orderly lives. Although legal principles and principles of morality and justice often have much in common, law, morality and justice are not synonymous terms. An immoral act is not necessarily illegal; moreover, a law may be unjust because it is harsh or unfair as applied.

While there are dozens of ways to categorize law, its major dimensions are found in the following four-fold classification scheme: substantive, jurisdictional, governmental and structural. Substantive law deals with human conduct and includes the broad areas known as criminal law and civil law. Jurisdictional law deals with the power of political entities, both geographically and institutionally, to regulate conduct. Governmental law, as a classification, views law in terms of the branch of government —executive, legislative or judicial —that created it. Structural law classifies law by the person, group, or institution to which it is addressed.

In the United States there are four major sources of law. Constitutional law is the supreme law of the land and regulates the different branches of government and puts limits on their powers. Statutes, the enactments of legislatures, are created on the federal, state and local levels, as are administrative regulations and judicial decisions. Administrative regulations are promulgated by government agencies pursuant to power delegated by the legislatures. The common law, or "unwritten law", is the body of law that emanates from courts through judicial decisions.

In addition to structuring the government, the Constitution establishes several important limitations on the power of government, both federal and state, to interfere with individual liberty. The First Amendment rights, due process clause and equal protection clause provide courts with the basis to preserve individual liberties against governmental intrusion. By the process of judicial review, courts can invalidate statutes which conflict with the Constitution, thereby playing a large role in determining important questions of public policy.

The federal government's power to regulate business activity, based on the Commerce Clause of Article I of the Constitution, is nominally confined to interstate commerce, the flow of commercial enterprise across state lines. During the last fifty years, however, the federal government has played an increasingly vigorous role in regulating business activity, even on the local level, because of a developing judicial theory that if a business action "affected" interstate commerce, Congress could regulate it. Today, in realistic terms, the power of the federal government to regulate economic activity is as broad as the desire to regulate.

2.1.3 Choose the right option according to the text above:

1. Law

- a) is the set of values, institutions and concepts that permit civilization to exist and people to live orderly lives;
- b) is the system which cannot be categorized at all;
- c) is a synonym of morality and justice.

2. Substantive Law

- a) deals with the power of political entities, both geographically and institutionally, to regulate conduct;
- b) deals with human conduct and includes the broad areas known as criminal law and civil law;
- c) deals with the problems of substance and matter.

3. Jurisdictional Law

- a) deals with the power of political entities, both geographically and institutionally, to regulate conduct;
- b) views law in terms of the branch of government — executive, legislative, or judicial — that created it;

c) regulates the issues concerning the jurisdiction of the courts.

4. Governmental Law

a) coordinates the day-to-day activity of the universities;

b) deals with human conduct and includes the broad areas known as criminal law and civil law;

c) as a classification, views law in terms of the branch of government — executive, legislative, or judicial — that created it.

5. Structural Law

a) systematizes all the rules and regulations introduced by the executive branch of the government;

b) directs the business activity, based on the Constitution;

c) classifies law by the person, group, or institution to which it is addressed.

6. Constitutional Law

a) is one of three major sources of law in the United States;

b) is the supreme law of the land;

c) puts no limits on the powers of the different branches of government.

7. Statutes [the enactments of legislature]

a) are created on the federal, state, and local levels;

b) are the same as administrative decisions;

c) have nothing to do with law.

8. Administrative Regulations

a) are promulgated by government agencies pursuant to power delegated by the legislatures;

b) is the body of law that emanates from courts through judicial decisions;

c) are the object of study of Constitutional law.

9. Common Law

a) or "unwritten law", is the body of law that emanates from courts through judicial decisions; b) is the only source of law in the United States;

c) is molded and implemented in the House of Commons.

10. The First Amendment rights

- a) together with due process clause and equal protection clause, provide courts with the basis to preserve individual liberties against government intrusion;
- b) are amended by courts;
- c) are the rights stated in the Constitution of Ukraine.

2.2 Answer the following questions:

1. Do you know what the word “statute” means?
2. What language does the word “statute” come from? What meaning did it have?

2.2.1 Match the following English words and expressions with their Ukrainian equivalents:

1) a formal written enactment	a) прецедентне право
2) case law	с) постанови адміністративних органів влади
3) government agencies	d) постанови місцевих органів влади
4) a source of law	e) тематичні класифікації
5) topical arrangements	f) формальний писаний закон
6) administrative regulations	g) джерело права
7) municipal ordinances	

2.2.2 Which of the following do you think are important for a statute?

Tradition, codification, adoption of the Parliament, court hearing, signing, royal assent, public discussion.

2.2.3 Read the text to understand what information is of primary importance or new for you

Statute

A statute is a formal written enactment of a legislative authority that governs a state, city, or county. Typically, statutes command or prohibit something, or declare policy. The word is often used to distinguish law made by legislative bodies from case law and the regulations issued by government agencies. Statutes are sometimes referred to as legislation. As a source of law, statutes are considered primary authority.

Before a statute becomes law in some countries, it must be agreed upon by the highest executive in the government, and finally published as part of a code. In many

countries, statutes are organized in topical arrangements (or "codified") within publications called codes, such as the United States Code. In many nations statutory law is distinguished from and subordinate to constitutional law.

Statutory law or statute law is written law (as opposed to oral or customary law) set down by a legislature or other governing authority such as the executive branch of government in response to a perceived need to clarify the functioning of government, improve civil order, to codify existing law, or for an individual or company to obtain special treatment. Examples of statutory law comprehend traditional civil law and modern civil code systems in contrast to common law. In addition to the statutes passed by the national or state legislature, lower authorities or municipalities may also publish administrative regulations or municipal ordinances that have the force of law — the process of creating these administrative decrees are generally classified as rulemaking. While these enactments are subordinate to the law of the whole state or nation, they are nonetheless a part of the body of a jurisdiction's statutory law.

2.2.4 Are the following statements true or false? Correct the false ones.

1. A statute is a formal written document.
2. Statutes may forbid something.
3. A statute must be agreed upon by the highest executive in the court.
4. In many countries, statutes are codified.
5. As a rule, statutory law is distinguished from administrative law.
6. Statutory law is case law.
7. Modern civil code systems can be called examples of statutory law.

2.2.5 Complete the following sentences according to the information from the text:

1. A statute governs.....
2. A statute must be...
3. A legislature sets down...
4. Civil code systems can be contrasted to...
5. Traditional civil law is an example of...
6. Lower authorities may publish...
7. Rulemaking is a process of...

2.2.6 Here are the answers to some questions. Write down the questions to get the following answers:

1. A statute.
2. A regulation.
3. Constitutional law.
4. Written law.
5. The force of law.

Vocabulary practice

2.3 Find in the text 2.2.3 the English equivalents for the following words and expressions and make up your sentences with them: прецедентне право, урядові органи, постанови адміністративних органів влади, джерело права, законодавство, підпорядкований закону, забороняти, звичаєве право, кодекс, місцеві органи влади.

2.3.1 Explain the following in English: a statute, legislative authority, to govern, customary law, common law, to clarify, to codify.

2.3.2 Fill in the gaps with the following words and word phrases:

sources of law, common law, binding precedent, higher court, equal status, by a lower court, a rule set by a court, the judges

Judicial precedent is one of the 1.____, particularly English Common Law which, itself, is the basis of legal systems in many parts of the world (e.g. the USA and Commonwealth countries). Essential to the 2.____ is the hierarchy of the courts and the principle of 3.____. In practice, this means that the decision of a 3.____ is binding on a lower court, and in the course of a trial 4.____ must refer to existing precedents. This is known as stare decisis 'stand by what has been decided'. The judges will also consider decisions made 5.____, although they are not bound to follow them. However, 6.____ of greater or 7.____ must be applied if it is relevant.

Speaking

2.4 Imagine that you are a lecturer at law school. Prepare your presentation on modern legal systems and main sources of law

Writing

2.5 Write the essay “The role of law and order in our society” expressing your point of view

Grammar focus

2.6 Open the brackets using the verbs in the correct tense of Active Voice

1. The law (to determine) principles of judicial proceedings in courts of specific judicial jurisdiction. 2. The Constitutional Court of Ukraine (to decide) on the issues of conformity of laws and other legal acts with the Constitution. 3. Experts (to examine) the fingerprints now. 4. The police (to make) inquires every day. 5. Look, the suspect (to enter) the shop now. 6. He often (to interview) the suspects. 7. They (to want) to be judges. 8. The judges (to reach) a decision after he (to discuss) the case privately. 9. Notary public (to examine) the case carefully and advised us on the right decision. 10. He (to take) your examination in Criminal Procedure next week. 11. There (to be) no courts in ancient societies. 12. He (to commit) a grave crime yesterday. 13. A defense-lawyer (to represent) the accused. 14. The policeman (to arrest) a robber yesterday. 15. Experts (to examine) the fingerprints in 10 minutes. 16. The police (to arrest) already the suspected. 17. He already (to write) the essay “The role of law and order in our society”. 18. We (to read) the text about Human Rights Protection next week. 19. We (not to speak) about the duties of police yet.

Module 2. Human Rights Protection

Unit 1. Human Rights. Human Rights Protection in Ukraine

1. 1 Answer these questions

1. What are human rights?
2. When can your rights be violated?
3. What is the system of human rights' protection in Ukraine?
4. What articles of the Ukrainian Constitution are devoted to human rights?

1.1.1 Match the following English words and expressions with their Ukrainian equivalents:

1) ethnic minorities	a) відмінити
2) to abolish	с) етнічні меншини
3) restrictions	d) обмеження
4) inhuman	e) гідність
5) inviolable	f) тримати під вартою
6) dignity	g) непорушний

1.1.2 Consult a dictionary and practice the pronunciation of the following words and word-combinations. Pay attention to the stress. Translate them into Ukrainian

Inalienable and inviolable, to abolish, comprehensive, privileges, unlawful encroachments, pursuant to, a substantiated to challenge the detention, dissemination, to rectify, to prevent disturbances, mandatory, restrictions, without prior permission; equal right of access, to notify in advance, unlawful dismissal, regardless of their origin, presumed innocent, obliged to prove, inalienable and inviolable, to challenge his or her detention, equal in dignity, unlawful encroachments, detention.

1.1.3 Read and translate the following text

Implementation of Human Rights in Ukrainian Legislation

The Committee on Human Rights, Ethnic Minorities and International Relations of the Verkhovna Rada of Ukraine and in particular its subcommittee on human rights is charged with the **responsibility** of analyzing the laws of Ukraine concerning human rights whether they **correspond to the norms of international law**. Furthermore, they are charged with analyzing new bills which are submitted for consideration by the Verkhovna Rada from the perspective of securing **universally recognized human rights**.

Adopted by the Verkhovna Rada the Constitution of Ukraine assures rights, and freedoms of Ukrainian citizens and foreigners living in Ukraine. According to the Constitution of Ukraine, Chapter II ‘Human and Citizens’ Rights, Freedoms and Duties’: All people are free **and equal in their dignity and rights**. Human rights and freedoms are **inalienable and inviolable**. (*Article 21*)

Human and citizens' rights and freedoms affirmed by this Constitution are not exhaustive. Constitutional rights and freedoms are guaranteed and shall not be **abolished**. The content and scope of existing rights and freedoms shall not be diminished in the adoption of new laws or in the **amendment of laws** that are in force. (*Article 22*)

Every person has the right to free development of his or her personality if the rights and freedoms of other persons are not violated thereby, and has duties before the society in which the free and **comprehensive development** of his or her personality is ensured. (*Article 23*)

Citizens have equal constitutional rights and freedoms and are equal **before the law**. There shall be no privileges or **restrictions based on** race, color of skin, political, religious and other beliefs, sex, ethnic and social origin, property status, place of residence, linguistic or other characteristics.

Every person has the **inalienable right** to life. No one shall be arbitrarily deprived of life. The duty of the State is to protect human life. Everyone has the right to protect his or her life and health, the lives and health of other persons against **unlawful encroachments**. (*Article 27*)

Everyone has the right to respect of his or her dignity. No one shall be subjected to torture, cruel, inhuman or degrading treatment or punishment that violates his or her dignity. No person shall be subjected to medical, scientific or other experiments without his or her free consent. (*Article 28*)

Every person has the right to freedom and personal inviolability. No one shall be arrested or held in custody other than **pursuant to a substantiated court decision** and only on the grounds and **in accordance with** the procedure **established by law**.

In the event of an urgent necessity to prevent or stop a crime, bodies authorized by law may hold a person in custody as a temporary **preventive measure**, the reasonable grounds for which shall be verified by a court within seventy-two hours. The detained person shall be released immediately, if he or she has not been provided, within seventy-two hours from the moment of detention, with a substantiated **court decision** in regard to the holding **in custody**.

Everyone arrested or detained shall be informed without delay of the reasons for his or her arrest or **detention**, appraised of his or her rights and from the moment of **detention** shall be given the opportunity to personally defend himself or herself, or to have the legal assistance of a defender. Everyone detained has the right **to challenge his**

or her detention in court at any time. Relatives of an arrested or detained person shall be informed immediately of his or her arrest or detention. (*Article 29*)

1.1.4 Answer the following questions

1. Who is responsible for analyzing if the current laws of Ukraine regarding human rights correspond to the norms of international law?
2. What rights and freedoms are envisaged in Article 21?
3. What rights and freedoms are envisaged in Articles 23?
4. What rights and freedoms are envisaged in Articles 27?
5. What rights and freedoms are envisaged in Articles 29?

Vocabulary practice

1.2 Look at the words and word phrases pointed out in the text 1.1.3, be sure that you know their meanings, consult the dictionary in case you need. Make up your own sentences with them

1.2.1 Give the English equivalents of the following: права і свободи, гарантувати, гідність, обов'язок держави, принижувати гідність, скасовувати, тримати під вартою, рішення суду, встановлений законом, органи виконавчої влади, органи місцевого самоврядування, затримувати, жорстоке катування.

1.2.2 Render into English

1. Усі люди є вільні і рівні у своїй гідності та правах. Права і свободи людини є невідчужуваними та непорушними.
2. Конституційні права і свободи гарантуються і не можуть бути скасовані.
3. Кожна людина має невід'ємне право на життя. життя. Обов'язок держави - захищати життя людини.
4. Кожен має право на повагу до його гідності. Ніхто не може бути підданий катуванню, жорстокому, нелюдському або такому, що принижує його гідність, поводженню чи покаранню.
5. Кожна людина має право на свободу та особисту недоторканність. Ніхто не може бути заарештований або триматися під вартою інакше як за вмотивованим рішенням суду і тільки на підставах та в порядку, встановлених законом.

1.2.3 Fill in the gaps with the appropriate phrase. There are 2 extra ones

- A. a particular conception of social justice
- B. pre-modern Western and non-Western societies
- C. the political obligations of rulers
- D. begins with a pre-social state of nature in which
- E. to enjoy their natural rights
- F. initially was associated with the middle classes
- G. in most European countries in the 19th century
- H. obliged to govern wisely
- I. are obliged to obey
- J. struggles to eliminate discrimination
- K. inalienable natural rights
- L. are almost impossible to protect by

From History of Human Rights

Human rights, however, are but one path to implement 1____. In fact, the idea of human rights — the notion that all human beings, simply because they are human, have certain inalienable rights that they may exercise against society and their rulers — was alien in all major 2_____.

Nearly all pre-modern societies saw rulers 3._____and for the common good. This mandate, however, arose from divine commandment, natural law, tradition, or contingent political arrangements. It did not rest on the rights of all human beings to be ruled justly. In a well-ordered society, the people were to benefit from 4._____. But the people had no natural or human rights that could be exercised against unjust rulers.

Human rights entered the mainstream of political theory and practice in 17th-century Europe. John Locke's Second Treatise of Government, published in 1688, presented the first fully developed theory of natural rights.

Locke's theory 5._____ equal individuals have natural rights to life, liberty, and estates. In the absence of government, however, these rights are of little value. They 6._____ individual action, and disputes over rights are themselves a powerful cause of conflict. Therefore people form societies, and societies establish governments, to enable themselves 7._____

Government, according to Locke, is based on a social contract between rulers and ruled. Citizens 8._____only if the government protects their human rights, which are morally prior to and above the claims and interests of the government.

The idea of human rights 9.__. Against the claims of high birth and traditional privilege, the rising bourgeoisie of early modern Europe advanced political claims based on natural human equality 10._____.

Writing

1.3 Imagine that you have been invited to the Human Rights Centre of Nottingham University in the UK. Write an outline plan of your presentation at the Centre about human rights protection in Ukraine

Grammar Focus: Present, Past, Future Indefinite Passive

1.4 Find the sentences with Passive Voice in the text 1.1.3. Translate them into Ukrainian

1.4.1 Open the brackets using the verbs in correct forms of Passive Voice

1. The human rights (to guarantee) by the Constitution of Ukraine. 2. Hammurabi code (to draw up) in about 1758 B.C. 3. The cruel principle of revenge (to observe): “an eye for an eye and a tooth for a tooth” in Babylon. 4. The principle of limited government (to establish) by the Magna Carta. 5. The power of monarch (to limit) in the UK. 6. The final version of the Magna Charter (to draft) by king John in 1215. 7. All necessary documents (to provide) to the court tomorrow. 8. Our relations with one another (to govern) by many rules of conduct. 9. Crimes (to classify) as felony or misdemeanor. 10. The Greeks believed that laws (to make) by the people for the people.

Unit 2. Protection of Human Rights at the International Level

2.1 Answer the questions:

1. What documents promote human rights at the international level?
2. What do you know about international organizations and their programs on human rights?

2.1.1 Match the following English words and expressions with their Ukrainian equivalents:

1) charter	a) приймати
2) covenant	с) договір
3) trusteeship council	d) хартія, устав
4) degrading treatment	е) принизливе поведження
5) to inaugurate	f) опікунська рада
6) violations of human rights	g) порушення прав людини
7) to proclaim	h) заборона
8) prohibition	i) проголошувати

2.1.2 Consult a dictionary and practice the pronunciation of the following words and word-combinations. Pay attention to the stress

violations of human rights, fundamental freedoms, protection of human rights, declaration, collective security, resolution having no force of law, presumption of innocence, human rights provision, to proclaim individual rights, prohibition of slavery, intergovernmental organization, agreements and common actions, statements of moral principles, specific obligations, enforcement power.

2.1.3 Read the text to understand what information is of primary importance or new for you

International Programs on Human Rights

International human rights law is considered a post-World War II phenomenon. Although ideas of rights and liberty have existed for much of human history and protection of some human rights at international level can be traced long before World War II. But modern international conceptions of human rights were developed as a result of the monstrous violations of human rights of the Hitler era and to the necessity of creating an effective international system for the protection of human rights. The famous speech “Four Freedoms” made by Franklin D. Roosevelt in 1941 became the call of the nations to found the United Nations. The UN was established in 1945 by 51 countries committed to preserving peace through international cooperation and collective security. Today nearly every nation in the world belongs to this organization: membership now totals 192 countries. The United Nations has

six nation organs. Five of them – the General Assembly, the Security Council, the Economic and Social Council (ECOSOC), the Trusteeship Council and the Secretariat – are based at the Headquarters in New York. The sixth, the International Court of Justice, is located in the Hague, the Netherlands. The United Nations inaugurated a human rights program, often referred to as the international Bill of Rights. It consists of the following documents, the titles of which generally describe some of the fundamental human rights: the 1948 Universal Declaration of Human Rights (UDHR); the 1966 International Covenant on Civil and Political Rights; the 1966 International Covenant on Economic, Social and Cultural Rights; the 1948 Covenant on the Prevention and Punishment of the Crime of Genocide and etc. But the 1945 United Nations Charter is the main document which proclaimed basic principle of human rights protection as one of the principle of international law.

The Universal Declaration is the first comprehensive human rights instrument to be proclaimed by a universal international organization. It is not a treaty. The Declaration was adopted by the UN General Assembly as a resolution having no force of law. It wasn't signed. Its purpose is to provide "a common understanding" of the human rights and fundamental freedoms referred to in the UN Charter and to serve "as a common standard of achievement for all peoples and all nations". The Universal Declaration proclaims two broad categories of rights: civil and political rights, on the one hand, and economic, social and cultural rights on the other. Its catalog of civil and political rights includes the right to life, liberty, and security of person; the prohibition of slavery, of torture and cruel, inhuman or degrading treatment; the right to a fair trial in both civil and criminal matters, the presumption of innocence etc. Important political rights are proclaimed in Art.21 of the declaration, including the individual's right "to take part in the government of his|her country, directly or through freely chosen representatives". The Declaration then proclaims the individual's right to work and to "protection against unemployment", "to rest and leisure" (Art. 24), to "a standard of living adequate for the health and well-being"(Art. 25).

There are several regional human rights systems of protection of human rights: in Europe, Latin America and Africa. The Council of Europe represents one of the European organization. It is an intergovernmental regional organization, which was created as a respond to a proposal of W. Churchill by 10 European countries on 5 May 1949 in London. Nowadays the Council of Europe amounts 46 member states (2007). The main aims of the Council are to protect human rights, to work towards

“greater unity between its members” through “agreements and common actions in economic, social, cultural, scientific, legal and administrative matters and in the maintenance and further realization of human rights and fundamental freedoms”. Among the main important legal agreements established within the framework of the Council of Europe are: the European Convention for the Protection of Human Rights and Fundamental Freedoms (the basic instrument which member states sign simultaneously with the Statute of the Council of Europe); the European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment; the European Social Charter; the Convention for the Protection of National Minorities. The very important mechanism of protection of human rights was created according to the European Convention on Human Rights and Fundamental Freedoms – European Court of Human Rights.

2.1.4 Answer the following questions using the information from the text:

1. Why the protection of human rights has become so important?
2. When and why were the UN and the Council of Europe established?
3. What are the main purposes of the Council of Europe ?
4. What are six principal organs of the UN?
5. What are the most important agreements adopted by the Council of Europe?
6. What documents does the UN program of human rights consist of ?
7. What kind of rights does the Universal Declaration proclaim ?

2.1.5 Complete the following sentences according to the information from the text:

1. The development of the international human rights law can be attributed to ...
2. The international Bill of Rights consists of ...
3. The Universal Declaration proclaims ...
4. The Council of Europe is an intergovernmental organization...
5. The International Court of Justice is located ...
6. The Declaration was adopted by the UN General Assembly ...
7. Latin American human rights norms are expressed in ...
8. Today nearly every nation in the world belong to ...

Vocabulary practice

2.2 Match the following legal terms with their definitions:

- | | |
|----------------|---|
| 1. agreement | a) an official announcement or a basic governing document |
| 2. declaration | b) a legally enforceable contract |
| 3. convention | c) a condition incorporated in a document |
| 4. obligation | d) a formal agreement or compact esp. international agreement |
| 5. provision | e) a moral or legal duty binding two parties to perform their agreement |

2.2.1 Give the definitions for the following terms and expressions:

1. human rights
2. declaration
3. Treaty
4. fundamental freedoms

2.2.2 Choose the appropriate definition

right

- 1) a freedom or power that is morally or legally due to a person
- 2) anything that accords with the principles of legal or moral justice

treaty

- 1) a formal written agreement between two or more states, such as an alliance or trade arrangement
- 2) an agreement between two parties concerning the purchase of property

charter

- 1) a formal document granting or demanding certain rights or liberties
- 2) the fundamental principles of an organization, constitution (the UN Charter)
- 3) the hire or lease of transportation for private use

covenant

- 1) a formal agreement to make an annual payment to charity
- 2) a formal sealed agreement
- 3) God's promise to the Israelites and their commitment to worship him alone

2.2.3 Choose the right preposition in brackets according to the contents of the sentences (of, in, within, before, for, without, on, between, at)

1. ... order to ensure that the human rights activities of the Council of Europe are known and promoted, a Human Rights Information centre has been established ... the Organization.

2. ... 29 June 1995 a new Human Rights Building ... the Council of Europe was officially opened in Strasbourg.

3. A range of cases has come ... the Strasbourg organs including the only interstate case to reach the European Court of Human Rights.

4. The UN Charter gives the Security Council primary responsibility ... maintaining international peace and security.

5. The Council of Europe has taken steps ... different levels in order to promote equality ... women and men.

6. The International Covenants on Human Rights consist ... three separate treaties.

7. Everyone ... any discrimination has the right to equal pay for equal work (Art. 23 of the Universal Declaration).

8. The Covenant provides ... the establishment of an international organ called the Human Rights Committee.

2.2.4 Substitute the words in italics with the words from the text

1. International human rights law is considered a post-World War II fact.

2. The United Nations was set up by 51 countries committed to preserving peace through international cooperation and collective security.

3. The United Nations has six nation bodies.

4. The Universal Declaration is the first comprehensive human rights document to be proclaimed by a universal international organization.

5. Enumeration of civil and political rights includes the right to life, liberty etc.

6. Latin American human rights rules are expressed in the Charter of the Organization of American States.

2.2.5 Make up as many legal expressions with the word “right” as you can and write sentences of your own with these expressions

2.2.6 Make up word-combinations using the words from two groups

Human	agreement
international	of speech and expression

Freedom	of innocence
to preserve	power
Universal	organization
presumption	declaration
Legal	peace
enforcement	Rights

2.2.7 Fill the blanks with the derivatives of the words in brackets

Some Human Rights Activities of the Council of Europe

- protecting civil and political rights through the mechanism of an individual complaints procedure, where a ... can be heard by the European Commission and Court of Human rights (*to violate*)
- protecting social and economic rights through systems of ... and ... on states' obligations and through a system for collective complaints (*to monitor, to report*)
- protecting the rights of ... minorities (*nation*)
- working towards ... between women and men (*equal*)
- talking ... against racism, xenophobia, anti-Semitism and intolerance (*to act*)
- working in close ... with the media on matters concerning freedom of expression and related human rights issues (*to connect*)
- promoting human rights awareness and encouraging human rights ... in schools and among professional groups (*to educate*)
- working with human rights ... and institutions for the protecting of human rights (*to organize*)

2.2.8 Translate the articles of the European Convention on Human Rights:

1. Смертна кара скасовується. Жодна людина не може бути засуджена до такого покарання або страчена (Ст. 2).
2. Кожна людина, яка обвинувачується у вчиненні кримінального злочину, вважається невинною до тих пір, поки її провину не буде доведено згідно закону. (Ст. 6).
3. Кожна людина має право на свободу мирних зборів і свободу асоціацій з іншими, включаючи право створювати профспілки і вступати до них для захисту своїх інтересів. (Ст. 11).

Grammar Focus: Passive Voice

2.3 Point out sentences with Passive Voice in the text in 2.1.3

2.3.1 Correct the mistakes in the sentences given below. Mind Passive Voice

1. The development of international human rights law can be attribute to the monstrous violations of the human rights of the Hitler era.

2. The United Nations established on October 1945 by 51 countries committed to preserving peace through international cooperation and collective security.

3. The Trusteeship Council and Secretariat is based at the Headquarters in New York.

4. The Universal Declaration of Human Rights were adopted by the UN General Assembly as a resolution having no force of law.

2.3.2 Open the brackets using the verbs in correct forms of Passive Voice

1. He (to punish) already for being drunk while driving a car. 2. The suspected (to interrogate) by the time I came into the police station. 3. The verdict (to announce) when he came in the court room. 4. The opening statement (to announce) five minutes ago. 5. The fingerprints (to identify) when chief officer came into the room. 6. The house (to search) from 1 till 2 yesterday. 7. Probation (to use) for minor offences. 8. He (to find) innocent and the case (to close) last week. 9. The burglar (to break) into the house and (to steal) a new TV set. 10. The famous criminal (not to arrest) the day before yesterday. 11. The verdict (to announce) by the time he came in the court room. 12. A defense-lawyer (to represent) the accused in five minutes. 13. A drug dealer (to sell) drugs when a police caught him. 14. Experts (to examine) the fingerprints by noon yesterday. 15. The text about human rights protection (to discuss) last lesson.

2.3.3 Imagine that a policeman has made a report and now is telling his boss about the event of the day using Passive Voice

1) The famous deputy/ to kill yesterday. Two suspects / to catch near the place of murder. Witnesses / already to question. Evidence / already to find.

2) Famous murderer Stivenson escaped from federal prison. All areas / to search. All roads leading to the city / to take under control. All police headquarters / already to inform. His photoes / to show on TV.

2.3.4 Choose the correct option paying attention to Active and Passive

1. Prosecutor _____ the legality of keeping convicted criminals
a) verifies b) is verifies c) verify
2. The investigator _____ a difficult case now.
a) is investigating b) investigates c) has been investigating
3. Hethe evidence when the chief inspector came to the place of crime.
a) has collected b) was collecting c) will be collecting.
4. A defense-lawyer..... the accused.
a) is represented b) was represented c) represents
5. The Chief of the Security Service _____ the Security Service of Ukraine.
a) heads b) is headed c) head
6. Verhovna Rada _____ the Minister of the Internal affairs.
a) appoint b) is appointed c) appoints
7. The Ministry of the Interior _____ the work of bodies of the Internal Affairs.
a) controls b) control c) is controlled
8. Law enforcing agencies _____ rights and freedoms of Ukrainian citizens.
a) secure b) secures c) are secured
9. This prison _____ last year.
a) was opened b) opened c) was being opened
10. The prisoner _____ next week .
a) will be released b) will released c) will release

Module 3. Law Enforcement Careers

Unit 1. Law Enforcement Bodies in Ukraine

1.1 Answer the questions:

1. What does “law enforcement” mean?
2. What agencies exercise law enforcement activities in Ukraine?
3. What would you like to be? Why?

1.2 Read the abstracts and give the names of law enforcement bodies and institutions mentioned in them

1. Although enforced degradation and hopelessness have proven a failure in the war against crime this institution has not changed greatly. In our country it is a state institution used to correct persons who have been convicted by court. It is subordinated to the Penal Department. The observance of legality in this institution is supervised by the Prosecutor's Office of Ukraine.

2. This organ performs different kinds of law enforcing activity: detection and disclosing crimes; supervision; upholding state prosecution in court; representing interests of citizens or state.

3. History of this body was always connected with different myths. Its workers often lived double lives and had pseudonyms. This is the law enforcing agency of Ukraine. Its main aim is to protect state sovereignty, territorial integrity, state secrets and so on.

4. The workers of this structure sometimes get into criminal sphere in order to disclose criminal activity of the criminal group. This organization is a part of law enforcing agencies. Its activity has many directions and there are many departments in this bodies.

1.3 Find the correct ending to the following beginning:

A prosecutor is a person who

- a) defends people in court.
- b) draws up legal documents.
- c) investigates cases.
- d) tries to prove that the accused is guilty.

1.3.1 Match the following English words and expressions with their Ukrainian equivalents:

1) pretrial investigation	a) в'язень
2) to restraint	с) досудове розслідування
3) operational search action	d) обвинувальний висновок
4) indictment	e) наглядати, контролювати
5) to supervise	f) обмежувати
6) places of confinement	g) оперативно-розшукова дія
7) convict	h) місця позбавлення волі

1.3.2 Consult a dictionary and practice the pronunciation of the following words and word-combinations. Pay attention to the stress

Prosecution, court, to supervise, observance, inquiry, resignation, indictment, confinement, statutory regime, comprehensive, pretrial, legality, cassation.

1.3.3 Read the following text to understand what information is new for you

Prosecutor

The Prosecutor's Office of Ukraine is a part of the law-enforcement system of Ukraine. It composes a centralized system of organs united by common tasks, functions, principles of organization and activity.

According to the Constitution of Ukraine the Prosecutor's Office is entrusted:

- 1) to uphold state prosecution in court;
- 2) to represent the interests of citizens or the state in cases provided for by the law;
- 3) to supervise the observance of laws by organs conducting operational search actions, inquiry and pretrial investigation;
- 4) to supervise the observance of laws in the course of executing judicial decisions on criminal cases, and while taking other enforcement measures related to the restraint of personal liberty of citizens.

The Prosecutor General of Ukraine heads the Prosecutor's Office. He is appointed to the office for a five-year term with the consent of Verkhovna Rada and is removed from the post by the President of Ukraine. Verkhovna Rada may give a vote of no confidence to the Prosecutor General, which results in his resignation from the office.

The prosecutor has various and complicated duties. He contributes to comprehensive, objective and complete investigation of cases. After the investigation of a criminal case he approves the indictment and transfers it to the court.

As a public prosecutor he has the same rights as other participants in the trial. He may challenge the members of the court, examine and submit fresh evidence, question witnesses, etc. When the court investigation is over he pronounces his speech for the prosecution. It includes his opinion as to the application of the criminal law and punishment. The prosecutor may lodge an appeal or a cassation against a court sentence, decision or a ruling in a higher court.

The prosecutor has broad powers of supervision over the observance of legality in places of confinement. He verifies the legality of keeping convicted criminals, supervises the observance of statutory regime rules and rules of labor for convicts and their release at the right time, etc. He has the right to inspect places of confinement at any time, to study documents, to question prisoners in person, to demand personal explanations from the administration.

Thus, the prosecutor's work is to supervise the observance of legality and to prevent breaches of laws as provided for by the legislation of Ukraine.

1.3.4 Answer the following questions:

1. What are the main tasks of the Prosecutor's Office?
2. Who is at the head of the Prosecutor's Office?
3. How is the Prosecutor General appointed?
4. What is the term of the Prosecutor General's office?
5. What does a prosecutor do in the trial?
6. What does a prosecutor do if he disagrees with the court's judgment?
7. What are a prosecutor's functions in places of confinement?

Vocabulary practice

1.4 Give the Ukrainian equivalents for the following:

operational search action, enforcement measures, restrain, a vote of no confidence, indictment, evidence, places of confinement, to verify, statutory regime rules, to convict, convict, breach of law.

1.4.1 Give the English equivalents for the following:

оперативно-розшукова дія, примусові заходи, обмеження, вотум недовіри обвинувальний висновок, доказ, місця позбавлення волі, перевіряти, контролювати, установлений законом режим, визнавати винним, засуджувати, засуджений, ув'язнений, в'язень, порушення закону.

1.4.2 Find in the text 1.3.3 the words corresponding to the following definitions:

- a legal proceeding by which a case is brought to a higher court for review
- compliance in or approval of what is done or proposed

- a person serving a prison sentence
- the place where cases are heard
- the act of breaking a law.

1.4.3 Using words from two groups make up as many word combinations as you can. Make up your own sentences with them

to secure	duties, freedom, offender, activity, protection, law
to supervise	and order, legal rules, child, liberty, public order,
to threaten	criminal, work, investigation, requisite search,
to carry out	interests, rights, tasks, legislation, terrorist, drug
to punish	dealer.

1.4.4 Choose the right preposition: for, in, against, by, to

1. All law enforcing agencies carry out their duties ___ conformity with the law.
2. Regional bodies of the internal affairs are subordinated ___ the Ministry of the Interior.
3. Bodies of the internal affairs perform tasks as ___ prevention, disclosing, exposing and removal offences.
4. Tasks and authorities of the Security Service of Ukraine are provided for ___ the law.
5. The Security Service fights crime ___ peace and security of mankind.

Speaking

1.5 Look through the list of functions performed by the Ukrainian prosecutor. Put them in order they are performed and be ready to speak about prosecutor's functions and duties

- 1) to pronounce speech for the prosecution;
- 2) to question the defendant;
- 3) to interview witnesses;
- 4) to study the documents to the case;
- 5) to submit evidence;
- 6) to examine evidence accumulated by an investigator;
- 7) to appeal against a court decision in a higher court.

1.5.1 Prepare your presentation on the topic "The Law-Enforcement Careers in Ukraine" and be ready to present it

Writing

1.6 A. Write a letter to your pen friend who is a student of Law School in Britain informing him about law enforcement agencies in Ukraine; ask him to tell you about the law enforcement agencies in his country

B. Write an essay about the role of law-enforcement bodies in a society

Grammar Focus: Modal Verbs and their equivalents

1.7 Make up your sentences about the duties of a policeman, a prosecutor, an investigator, a criminologist, a criminal psychologist using Modal Verbs or their equivalents

1.7.1 Give instructions to a young specialist how he should carry out an interrogation and what he should not do to get necessary information. Use the following key-expressions:

- to collect information (suspect: name, age, criminal history)
- to find out (a suspect, at a scene of a crime)
- to be a good listener
- to control emotions
- to hurry
- to show sympathy
- to blame society
- to be friendly
- to offer cigarettes
- to observe physical reaction
- to let the suspect tell...without interruption
- to confront with physical evidence
- to lie (physical evidence has been found...)
- to use unexpected questions
- to tell that anybody could do the same in the similar situation

1.7.2 Translate the following sentences into English using Modal Verbs or their equivalents:

1. Чи можу я покластися на це свідчення? 2. Ми не зможемо пов'язати цього підозрюваного з місцем злочину. 3. Ви можете ідентифікувати жертву? 4.

Злочинець може полегшити вирок, зробивши зізнання. 5. Вони всі вважали, що він невинний, але ніхто не міг довести його невинність. 6. Слідчий говорить, що підозрюваний вже вільний. 7. Речовий доказ може довести, що злочин було скоєно. 8. Відбитки пальців та аналіз ДНК могли допомогти ідентифікувати потенційного підозрюваного. 8. Ви повинні наполегливо вчитися, щоб стати спеціалістом в галузі правоохоронної діяльності. 9. Правоохоронні органи повинні забезпечувати порядок у країні та захищати права та обов'язки громадян.

Unit 2. Law Enforcement Agencies in the UK and the USA

2.1 Answer the questions:

1. What agencies in the UK can exercise law-enforcement powers?
2. What caused setting up an organized police service in London?
3. Why is Metropolitan Police well known all over the world?

2.2 Match the following English words and phrases with their Ukrainian equivalents:

1) weapons	a) умови
2) circumstances	b) вогнепальна зброя
3) traffic wardens	c) захищати
4) to safeguard	d) інспектор дорожнього руху
5) to apprehend offenders	e) затримувати правопорушників
6) firearms	f) зброя
7) to cooperate	g) відрізнятися
8) to vary	h) співпрацювати

2.2.1 Read the text to understand what information is of primary importance or new for you

The British Police

The British police officer is a well-known figure to anyone who has visited Britain or who has seen British films. Policemen are to be seen in towns and cities keeping law and order, either walking in pairs down the streets ("walking the beat") or driving specially marked police cars. Once known as 'panda cars' because of their

distinctive markings, these are now often jokingly referred to as jam sandwiches' because of the pink fluorescent stripe running horizontally around the bodywork. In the past, policemen were often known as 'bobbies' after Sir Robert Peel, the founder of the police force. Nowadays, common nicknames include 'the cops', 'the fuzz', 'the pigs', and 'the Old Bill' (particularly in London). Few people realize, however, that the police in Britain are organized very differently from many other countries.

Most countries, for example, have a national police force which is controlled by central Government. Britain has no national police force, although police policy is governed by the central Government's Home Office. Instead, there is a separate police force for each of the 52 areas into which the country is divided. Each has a police authority – a committee of local country councillors and magistrates.

The forces cooperate with each other, but it is unusual for members of one force to operate in another's area unless they are asked to give assistance. This sometimes happens when there has been a very serious crime. A Chief Constable (the most senior police officer of a force) may sometimes ask for the assistance of London's police force, based at New Scotland Yard - known simply as 'the Yard'.

In most countries the police carry guns. In Britain, however, this is extremely unusual. Policemen do not, as a rule, carry firearms in their day-to-day work, though certain specialist units are trained to do so and can be called upon to help the regular police force in situations where firearms are involved, e.g. terrorist incidents, armed robberies etc. The only policemen who routinely carry weapons are those assigned to guard politicians and diplomats, or special officers who patrol airports.

In certain circumstances specially trained police officers can be armed, but only with the signed permission of a magistrate.

All members of the police must have gained a certain level of academic qualifications at school and undergone a period of intensive training. Like in the army, there are a number of ranks: after the Chief Constable comes the Assistant Chief Constable, Chief Superintendent, Chief Inspector, Inspector, Sergeant and Constable. Women make up about 10 per cent of the police force. The police are helped by a number of Special Constables - members of the public who work for the police voluntarily for a few hours a week.

Each police force has its own Criminal Investigation Department (CID). Members of CIDS are detectives, and they do not wear uniforms. (The other uniformed people you see in British towns are traffic wardens. Their job is to make sure that drivers obey the parking regulations. They have no other powers - it is the

police who are responsible for controlling offenses like speeding, careless driving and drunken driving).

The duties of the police are varied, ranging from assisting at accidents to safeguarding public order and dealing with lost property. One of their main functions is, of course, apprehending criminals.

2.2.2 Answer the questions:

1. Who was the founder of the British police?
2. What does "walking the beat" mean?
3. Why are British police cars called 'jamsandwich' cars in colloquial speech?
4. What is the major difference in police organisation between Britain and some other countries?
5. When do British police forces co-operate with each other?
6. What is the name of London's police headquarters?
7. In what situations can policemen carry arms?
8. What are the ranks of policemen?
9. What is the job of CID officers?
10. What are the duties of traffic wardens?

2.2.3 Write your summary to the text in 2.2.1

Vocabulary practice

2.3 A. Give the English equivalents for the following: вогнепальна зброя, захищати, інспектор дорожнього руху, носити уніформу, затримувати правопорушників, відрізнятися, співпрацювати, громадський порядок.

B. Make up your own sentences with them

2.3.1 Fill in the abstract with the following: *policing, constables, to deal with criminals, a primary police objective, cooperation, Metropolitan Police, to guard the streets, other police forces*

In 1663 the city of London began paying watchmen 1.____ at night. Until the end of the 18th century, the watchmen as inefficient as they were – along with a few constables, remained the only form of 2.____ in the city.

The inability of watchmen and 3.____to curb lawlessness, particularly in London, led to a demand for a more effective force 4.____and to protect the

population. After much deliberation in Parliament, the British statesman Sir Robert Peel in 1829 established the London 5.____, which became the world's first modern organized police force. The force was guided by the concept of crime prevention as 6.____; it also embodied the belief that such a force should depend on the consent and 7.____ of the public. The Metropolitan Police force was well organized and disciplined and became the model for 8._____.

2.3.1 Render into English

A. Обов'язком міської поліції Лондона є охорона закону у Лондоні, за винятком Лондонського Сіті, яке охороняє Поліція Лондонського Сіті. Міська поліція Лондона також має деякі загальнонаціональні обов'язки, наприклад координування антитерористичної діяльності та охорона Британської королівської сім'ї і вищих посадових осіб уряду Великої Британії. В міській поліції служить 48 661 особа, що робить цей поліцейський орган найбільшим в Великій Британії та одним з найбільших в світі. Міська поліція Лондона має декілька народних назв, найбільш поширеною з яких є «the Met». Іншими є «Old Bill», «Боббі» (за ім'ям Міністра внутрішніх справ) та «Скотленд-Ярд», яке походить від місця розташування штаб-квартири.

2.4 Answer the questions:

1. What agencies in the USA can exercise law-enforcement powers?
2. Would you like to work in law-enforcement agencies in the USA? Why?

2.4.1 Match the following English words and expressions with their Ukrainian equivalents:

1) domestic intelligence agency	a) загроза з боку іноземної розвідки
2) first aid rendering	с) злочини фальсифікації
3) foreign intelligence threat	d) надання першої допомоги
4) terrorist threat	e) терористична загроза
5) counterfeiting crimes	f) внутрішня контррозвідка
6) circumstances	g) забезпечення порядку
7) order maintenance	h) наслідки

2.4.2 Consult a dictionary and practice the pronunciation of the following words and word-combinations. Pay attention to the stress

enforcement, to maintain, fugitives, foreign intelligence threats, terrorist attacks, counterfeiting crimes, order maintenance, fidelity, bravery, integrity, convicts, espionage, cyber-based attacks, public corruption, to threaten

2.4.3 Read the text to understand what information is of primary importance or new for you

Law-enforcement agencies in the USA

The Department of Justice (DOJ) – Міністерство юстиції в США

The United States Marshals Service – Служба федеральних маршалів США.

The United States Department of Homeland Security (DHS) – Міністерство внутрішньої безпеки США.

The federal government of the United States established a wide range of law-enforcement agencies to maintain law and public order related to matters affecting the country as a whole.

The Department of Justice (DOJ) is the most prominent group of law-enforcement agencies, and handles most law-enforcement duties at the federal level. It includes the Federal Bureau of Investigation (FBI), the Drug Enforcement Administration (DEA), the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF), the United States Marshals Service, and others. The Marshals Service is the oldest federal law enforcement agency. It is a part of the executive branch of government, and the enforcement department of the United States federal courts, and is responsible for the protection of court officers and buildings and the effective operation of the judiciary. The service assists with court security, protects federal witnesses, transports federal convicts, and seeks fugitives.

The Federal Bureau of Investigation (FBI) is a law-enforcement and domestic intelligence agency charged with protecting and defending the United States against terrorist and foreign intelligence threats; upholding and enforcing the criminal laws of the United States; and providing leadership and criminal justice services to federal, state, municipal, and international agencies and partners. The FBI has investigative jurisdiction over violations of more than 200 categories of federal crime. Its motto is "Fidelity, Bravery, Integrity" – FBI.

The United States Department of Homeland Security (DHS) is a department of the United States federal government, created in response to the September 11 attacks, and with the primary responsibility of protecting the territory of the U.S. from terrorist attacks. It now includes the United States Secret Service, which protects the President and the Vice President of the United States, their families as well as investigating counterfeiting crimes involving U.S. currency and monetary instruments; U.S. Immigration and Customs Enforcement and others.

An agency that maintains order, prevents and detects crime is the Police. Federal law-enforcement officers have the power to enforce various laws not only at the federal level, but also state, county, and local in many circumstances. The federal government is prohibited from exercising general police powers due to restrictions in the constitution, because the United States is organized as a union of sovereign states, which each retain their police, military and domestic law-making powers. Police functions are as follows: crime fighting; order maintenance; first aid rendering. Because police agencies are traditionally available year round, 24 hours a day, citizens call upon police departments not only in times of trouble, but also when just inconvenienced. As a result, police services may include roadside auto assistance, finding lost pets or property, or checking locks on vacationers' homes.

In the United States, a sheriff is a county official and is typically the top law-enforcement officer of a county. Historically, the sheriff was also a commander of the militia in that county. Distinctive to law-enforcement in the United States, sheriff is usually elected. The political election of a person to serve as a police leader is an almost uniquely American tradition. The law-enforcement agency headed by a sheriff is typically referred to as a sheriff 's office or sheriff 's department.

2.4.4 Find in the text the information on

- a) the United States Marshals Service;
- b) the Federal Bureau of Investigation (FBI);
- c) the United States Department of Homeland Security (DHS).

2.4.5 Read the statements and decide if they are true or false according to the text

1. DOJ handles most law-enforcement duties at the federal level.
2. The Marshals Service is a part of the executive branch of government.

3. FBI is charged with protecting and defending US against terrorist and threat.
4. A sheriff is typically the top law-enforcement officer of a county.
5. A sheriff is a police leader and is usually elected in the United States.

2.4.6 Complete the beginnings with the endings consulting the text:

1. The federal government of the United States established lawenforcement agencies to...
2. The most prominent group of lawenforcement agencies is...
3. The Marshals Service assists with ...
4. The Federal Bureau of Investigation is...
5. The FBI motto is...
6. The United States Department of Homeland Security was created ...
7. An agency that maintains order, prevents and detects crime is ...
8. Police agencies are traditionally available ...
9. The political election of a person to serve as a police leader is ...

2.4.7 Complete the names of the U.S. law-enforcement bodies:

Homeland, Firearms, Service, Immigration, Administration, Federal, Department

1. the U. S. _____ of Justice;
2. the U. S. _____ Bureau of Investigation;
3. the U. S. Drug Enforcement _____;
4. the U. S. Bureau of Alcohol, Tobacco, _____, and Explosives;
5. the U. S. Marshals _____;
6. the U. S. Department of _____ Security;
7. the U. S. _____ and Customs Enforcement

Vocabulary practice

2.5 A. Give the Ukrainian equivalents for the following: domestic intelligence agency, foreign intelligence threat, terrorist threat, counterfeiting crimes, crime fighting, to prevent and detect crimes, counter-terrorism, espionage, to seek fugitives, cyber-based attacks. **B. Make up your own sentences with them**

2.5.1 Fill in the gaps with the following words or word phrases

investigative priorities, espionage, cyber-based attacks, corruption, criminal organizations, significant, FBI's mission

The FBI's top 1._____ are: protect the United States from terrorist attack (counter-terrorism); protect the United States against foreign intelligence operations and 2._____(counter-intelligence); protect the United States against 3._____ and hightechnology crimes; combat public 4.____ at all levels; protect civil rights; combat transnational/national 5._____and enterprises; combat major white-collar crime; combat 6._____ violent crime; support federal, state, local and international partners; upgrade technology for successful performance of the 7._____.

2.5.2 Render into English

Муніципальна поліція міста Нью-Йорк заснована в 1845 році, найбільший та один з найстаріших міських поліцейських департаментів в США, має декілька спеціалізованих служб таких як служба невідкладної медичної допомоги, кінологічна служба, патруль бухт, служба повітряної підтримки, служба знешкодження бомб, служба контр-тероризму, служба кримінальної розвідки, служба боротьби з бандами, служба боротьби з організованою злочинністю, служба боротьби з наркотиками. В департаменті служать приблизно 34 500 офіцерів, 4 500 допоміжної поліції, 5 000 агентів шкільної безпеки, 2 300 агентів з дотримання дорожнього руху та 370 наглядачів з дотримання дорожнього руху. Відділ розвідки та контртероризму Департаменту поліції Нью-Йорка має свої відділення в 11 містах світу.

Speaking

2.6 Make up the presentations on the following “Law-Enforcement Agencies in the UK” and “Law-Enforcement Agencies in the USA”

Writing

2.7 Write the essay expressing your point of you on the following: what experience in the work of law-enforcement agencies of the UK and USA would be reasonable to implement into Ukrainian system of law enforcement

Grammar Focus: Modal Verbs and their equivalents

2.8 Translate the following sentences into English using Modal Verbs or their equivalents:

1. Він повинен був чекати на неї у прокуратурі. 2. Експерти криміналістичної лабораторії – це науковці, які повинні проводити дослідження доказів. 3. Після другого огляду місця злочину слідчі були вимушені відпустити підозрюваного. 4. Чи треба повідомити поліцію про крадіжку, яку ми бачили? 5. Ви можете не ходити туди, там жахлива картина вбивства. 6. Чи потрібно буде проводити повторний допит. 7. Він, можливо, вже знайшов злочинця. 8. Не може бути, щоб він скоїв злочин. 9. Він, напевно, працює слідчим. 10. Завтра я буду вільний і зможу допомогти тобі знайти інформацію про види правоохоронних професій у Великобританії.

Module 4. Police at Work

Unit 1. Law Enforcement Activities

1.1 Answer the questions:

1. What is the main mission of police?
2. What police units do you know?
3. What are their main functions?

1.2 Match the following English words and expressions with their Ukrainian equivalents:

1) fraud	a) розслідування
2) to maintain public order	b) шахрайство
3) investigation	c) забезпечувати громадський порядок
4) to break the law	d) порушити закон
5) to detain a suspect	e) затримати підозрюваного
6) to gather evidence	f) збирати докази
7) indictment	g) стати свідком злочину
8) to testify in court	h) зізнатися
9) to witness a crime	i) свідчити в суді
10) to confess	g) обвинувальний акт

1.2.1 Make up your sentences with words and expressions from 1.2

1.2.2 Read the following text to understand what information is of primary importance or new for you

The Duties of a Police Officer

Keeping the peace is one of the basic needs of society. And it is the role of a police officer. Police officers work for law enforcement agencies within their country and swear an oath to protect and serve the citizens they represent.

Police officers enforce the law by arresting criminals and detecting and preventing crimes. They are usually viewed as heroes within their communities because of the dangerous situations they often encounter in service to the public.

The duties of a police officer largely depend on where they are located. In large cities, officers are usually given very specific job duties or will be assigned to a fraud, murder, drug-trafficking, or rape unit. Each unit has a specific goal, and the officers within the unit are trained solely for that objective.

Police officers in rural areas rarely have the opportunity to specialize in any given area of law enforcement. Due to lower crime rates and the relatively small population, officers in townships and other rural areas take care of any or all law enforcement tasks, from simple traffic infractions to child protection or murder cases.

A police officer's primary duty is to maintain public order. Patrol officers on foot, in a car, or even on horseback spend their days dealing with people who break the law. There are the typical traffic violations that need to be dealt with, of course, but police officers also receive calls to investigate burglaries or other serious crimes.

Police officers may give a warning or citation or, if the offence is serious, they have the authority to arrest and detain a suspect. Dangerous circumstances may arise if the suspect carries a weapon, takes a hostage, or flees in an attempt to resist arrest. Police officers, however, are trained to defend both themselves and possible victims. They keep streets and neighbourhoods safe, even if that safety requires them to be in situations where they may have to put their lives on the line.

Detectives, or officers working in a special unit, spend most of their time working on specific investigations. They work to gather evidence of drug trafficking, terrorist activity, and other crimes. They may work undercover or through an informant. Sometimes simply observing, monitoring, and recording the activities of known criminals is enough to gather necessary evidence for an indictment.

Most substantial evidence, however, is obtained through the interrogation of both criminals and witnesses.

Before making any arrests, officers must be sure that the evidence is accurate, true, and reliable. The best evidence in any crime is a direct confession, and police officers have the right to use psychological techniques to encourage a criminal to confess.

Before and after their work in the field, police officers spend the largest portion of their time writing reports and keeping accurate records. The records they keep are often the only evidence in a court case. Without it, some criminals cannot be convicted, so it is extremely important for officers to complete their paperwork thoroughly and promptly. Additionally, when police officers witness a crime, they are often called to testify in court.

1.2.3 Decide whether these statements are true or false according to the text

1. The duties of a police officer largely depend on where they are located.
2. Police officers have the authority to arrest and detain a suspect.
3. Patrol officers gather evidence of drug trafficking and terrorist activity.
4. Police obtain evidence through the interrogation of both criminals and witnesses.
5. Police have the right to use psychological techniques to encourage a criminal to confess.

1.2.4 Write 5 questions and your summary to the text in 1.2.2

Vocabulary practice

1.3 A. Give the English equivalents for the following: розслідування, шахрайство, забезпечувати громадський порядок, порушити закон, затримати підозрюваного, збирати докази, стати свідком злочину, зізнатися, свідчити в суді, обвинувальний акт, дорожній патруль, допитувати свідків.

B. Make up your own sentences with them

1.4 Answer the questions:

1. What tasks do patrol officers perform during their service?
2. What are common causes of car accidents?
3. What must police do when responding to an accident?



The image shows an accident scene with three vehicles. A black car is on top of a red car, labeled 'collision'. A silver car is shown with significant damage to the passenger side door, labeled 'damage'. A yellow car is shown in the foreground, labeled 'vehicle'.

ACCIDENT INVESTIGATION Report	
VEHICLE 1	
Driver: Paul Harvey	Phone: 555-4004
License number: 400589	
Passenger(s): Melissa Harvey	
Vehicle make/model/year: Fairline F80 2002	
License plate/state: HPO-399 / Missouri	
VEHICLE 2	
Driver: Wendy Kline	Phone: 555-2390
License number: 874090	
Passenger(s): none	
Vehicle make/model/year: Tamaya Primus 2008	
License plate/state: T54-RU5/ Kansas	
Description of the accident: Vehicle 1 ran a red light striking vehicle 2. Point of impact was passenger side door of vehicle 2. Collision caused minor damage , primarily to vehicle 2. Both vehicles are in working order . No injuries reported. One witness on scene gave his name and phone number: Mark Taylor (555-1212). Witness agrees with driver of vehicle 2.	

(From *Career Path: Police*, 2011)

1.4.1 Read the accident report and decide if the following statements are true or false

1. Vehicle 2 ran on a red light.
2. Wendy Kline crashed into Paul Harvey.
3. There was one passenger in vehicle 2.
4. Vehicle 2 received the most damage.

5. A witness was injured in the accident.
6. Both vehicles were seriously damaged and out of order.

Vocabulary Practice

1.4.2 Complete the word or word phrase so that it has the same meaning as the underlined part

1. Jane had a wound from the accident
n _r_
2. The car was not in drivable condition.
_ _r_ _ _ _d_ _ _
4. We saw the car crash from our window.
_ _ _ _i_ _ _ _n
5. James was a person who saw the crash
_ _ _n_ _s_ _
6. The car is parked in the wrong place
_ _h_ _c_ _ _

1.4.3 Fill in the blanks with the correct words and phrases:

accident/ damage /point of impact/ run /on scene

1. The car's paint was scratched at the _____
2. If you _____ a red light, you get a ticket.
3. The crash caused _____ to the car.
4. Tim has never had a car _____.
5. Police were _____ right after the car crash.

1.4.4 Explain the following in English:

car accident, not drivable condition, collision, minor damage of the car, to fine, traffic law, paramedics, utility workers.

1.4.5 Read the abstract and fill in the gaps with the following word phrases:

confirm preliminary information/ they witnessed/ the priority is safety/ a safe area/ hand-directing traffic/ names of those involved/ distracted driving/ individuals violated a traffic law/ each driver separately/ to obtain more information

When a police officer arrives at a crash scene, 1._____. They will ensure that each individual involved moves to 2.____. This may include calling for additional responders, like firefighters, paramedics, other police, or utility workers. The officer may also begin to control traffic by putting out cones and flares or 3.____. The officer will also gather or 4._____, including: the location of the accident, weather conditions, road conditions, date and time of the crash, time the police were notified, who called the police and how, the number of vehicles in the accident, the type of vehicles and 5._____.

A car accident investigation begins by gathering the who, what, where, when, and how. Once the basic facts are established, the officer can investigate further: like speeding, drunk driving, and 6._____ become clear.

After ensuring everyone is safe, officers work to determine if one or more individuals 7.____. To do this, the police will speak with 8.____, passengers, and other witnesses about what occurred and what 9.____. Not only will the officer listen to each statement, but they will also ask questions 10._____.

1.4.6 Render into English:

Найбільш розповсюджені причини дорожньо-транспортних подій стосуються дій водія транспортного засобу. Серед них: перевищення швидкості, виїзд на смугу зустрічного руху, недотримання дистанції, керування транспортом у стані алкогольного сп'яніння тощо.

У випадках, коли в наслідок ДТП не було заподіяно середньої тяжкості чи тяжких тілесних ушкоджень або смерті особи (тобто відсутні наслідки, необхідні для притягнення до кримінальної відповідальності), настає адміністративна відповідальність, яка передбачена ст.124 Кодексу про адміністративні правопорушення України.

Зокрема, адміністративна відповідальність настає у випадках, якщо порушення учасниками дорожнього руху правил дорожнього руху спричинило пошкодження транспортних засобів, вантажу, автомобільних доріг, вулиць, залізничних переїздів, дорожніх споруд чи іншого майна.

Listening

1.5 Listen to a conversation between a police officer and a driver after a car accident. Choose the correct answers

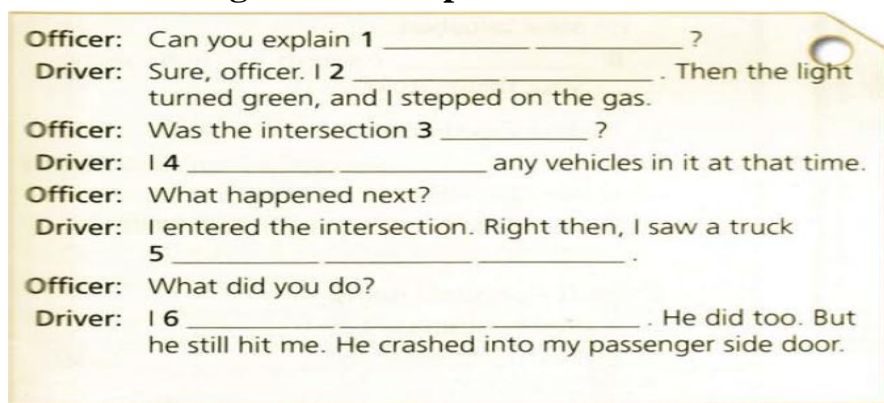
1. What is the conversation mostly about?

- A. how badly a driver was injured
- B. what happened before the accident
- C. the damage caused by the collision
- D. why the truck driver couldn't stop

2. What can you infer about the accident?

- A. it happened at a stop sign
- B. it was caused by weather
- C. it involved only two cars
- D. it occurred at high speeds

1.5.1 Listen again and complete the conversation



Officer: Can you explain 1 _____ ?
Driver: Sure, officer. I 2 _____. Then the light turned green, and I stepped on the gas.
Officer: Was the intersection 3 _____ ?
Driver: I 4 _____ any vehicles in it at that time.
Officer: What happened next?
Driver: I entered the intersection. Right then, I saw a truck 5 _____ .
Officer: What did you do?
Driver: I 6 _____. He did too. But he still hit me. He crashed into my passenger side door.

(From *Career Path: Police*, 2011)

1.5.2 Retell the conversation 1.5.1 paying attention to the rules of sequence of tenses and reported speech

Speaking

1.6 Role playing

Student A: You are a police officer at a car accident.

Ask Student B about

- what happened
- the location of the accident
- what caused the accident.

Student B: You are a driver who just had a car accident.

Tell Student A about the car accident.

Writing

1.7 Use the accident report and your conversation from task 1.6 to fill out the accident report

Accident Report

Driver's name: _____

Date/time of accident: _____

Description of accident: _____

Location: _____

Cause: _____

Injuries: yes no

Describe: _____

Damage: yes no

Describe: _____

(From Career Path: Police, 2011)

1.7.1 Write a leaflet how to prevent car accidents

Grammar Focus: Sequence of Tenses. Reported Speech

1.8 Choose the correct option

1. The investigator said that his case difficult.
a) was b) is c) had been
2. He asked me what types of law enforcement profession in the UK I
a) knew b) knows c) know
3. The judge said that the suspected man ... guilty.

a) had been found b) is found c) has been found

4. He said that hethe suspect the next week.

a) had interrogate b) will interrogate c) would interrogate

5. He wondered if the policeman ...already.... the suspect.

a) had interrogated b) is interrogate c) has interrogated

1.8.1 Change questions into Reported Speech start like this:

I am asked..... or I was asked.....

Example: Do you want to become a policeman?-

I am asked if I want to be a policeman

I was asked if I wanted to be a policeman

1. Do you want to become an investigator?

2. Have you watched any detectives?

3. What is your favorite detective?

4. Have you ever witnessed any crimes?

5. Have you ever seen a car accident?

6. What are two types of evidence?

1.8.2 There has been an accident. Read the reporter's questions and turn them into reported speech, as in the example

Example

1. *"How did the accident happen?"-*

The reporter asked how the accident had happened.

2. What time did the accident take place?

The reporter asked.....

3. Who called the police?

The reporter wanted to know.....

4. Was anybody hurt?

The reporter asked.....

5. How many cars were involved?

The reporter wanted to know.....

Unit 2. At the Police Station

2.1 Answer the questions:

1. When do people go to a police station?
2. What happens at the police station?
3. What are the main duties of a police officer at the police station?

2.2 Watch the video lesson <https://www.youtube.com/watch?v=eOeyZ38Ucz4> write down a vocabulary list and make up some sentences with new vocabulary

2.3 Match the following English words and expressions with their Ukrainian equivalents:

1) allegations	a) приховувати інформацію
2) to withhold information	b) заява
3) caution	c) застереження
4) confession	d) зізнання
5) to detain a suspect	e) затримати підозрюваного
6) to gather evidence	f) збирати докази
7) suspect	g) стати свідком злочину
8) to testify in court	h) зізнатися
9) to witness a crime	i) свідчити в суді
10) to confess	g) підозрюваний

2.3.1 Read the text to understand what information is new for you:

The Police Interview Process

The police station interview process occurs in three main stages which all occur during one period of stay at the police station.

The first stage is called disclosure. This is when information about the **allegations** is provided by the police to the solicitor, without the client present. There is no duty for the police to provide before or during the interview all the information in any **witness** statements they have taken. In fact, well trained officers will use this to their advantage, **purposely withholding information** to ambush the client with new **evidence**, either later during the recorded interview or afterwards in **court**. The

solicitor will try to ask questions of the interviewing officer during disclosure, but will often only be able to get limited information. With this in mind, an attitude of caution should be present in the solicitor's advice to the client about whether to make any comment in interview at all.

The second stage of the interview process consists of the solicitor and client being allowed time in a private consultation room in the police station to discuss what the solicitor knows about the allegations and what the client's answer to the allegations is. This conversation is confidential and does not need to be disclosed to the police. The solicitor cannot advise the client **to put forward a false story** in the recorded interview with officers, but can advise the client to make no comment, and this is often a good idea (see below). It is during this stage that the solicitor and client will decide whether the client should answer questions during the interview, give a prepared **written statement**, or make no comment.

The interview itself is tape recorded and takes place with one or two officers, the defence solicitor and the **suspect** present. First of all, the police should warn the suspect of the right to silence, and that the contents of the interview can be used against him or her as **evidence** in a criminal court. This introduction is called the **Caution**, and contains the following information:

- You have a right to silence
- Whatever you say can be used against you in a criminal case in court
- If you don't mention something now which you mention later a court might ask why you didn't mention it at the first opportunity

The suspect will have three options as to how he or she responds to the interview questions. The first, and for **serious offences** usually the most sensible, is to make no comment. There is a possibility that the defence case may be slightly damaged as a result of making no comment. However, the danger of worse damage being done by answering questions in an interview is often much greater. During interview, the client and solicitor do not usually know the full details of the **allegations** or the exact evidence in the case, so for the client to chain him or herself down to a story at this stage can be a very bad idea. Even if the client makes a mistake in the interview, this can look like a lie later on in court, and it was all because the client was caught off guard with a question he or she didn't expect.

Forensic evidence in serious cases is not usually ready by the time of the interview. If a client makes a comment denying his or her presence at a scene and later in the case **DNA evidence** comes to light which proves that person was there,

then that can seriously damage the client's case. Even if there was another reason that the client lied earlier, a lie which has been exposed can be as damaging as a **confession**.

In many cases, the police do not even have enough evidence to charge a suspect before the interview, but the **suspect** fills in the missing pieces and allows the police to charge him or her just by confirming that he was at the scene of the alleged crime.

2.3.2 Decide whether these statements are true (T) or false (F) according to the text

1. The police station interview process occurs in four main stages.
2. Police is responsible to provide all the information in witness statements they have taken before the interview.
3. The solicitor can advise the client to put forward a false story in the recorded interview with police officers.
4. During interview, the client and solicitor do not usually know the full details of the allegations.
5. In many cases, the police do not have enough evidence to charge a suspect before the interview.

2.3.3 Make up 5 questions to the text in 2.3.1 and write your summary

Vocabulary focus

2.4 Be ready to explain the words and phrases pointed out in the text above. Make up your own sentences with them

2.4.1 Complete the text with the words and phrases from the box. There are 2 extra ones

can be detained / may be extended/ the detention time / to obtain evidence/ must be charged/ in police detention/ is under arrest/ the investigation/ happy moments/ to rob a bank

The maximum period of time that a suspect 1. _____ at the police station is 24 hours. This period 2. _____ up to a total of 36 hours if an officer of the rank of

superintendent or above authorises it. In certain circumstances the magistrates court may extend 3._____for a period of 72 hours. These circumstances are:

- That the detention is necessary to secure or preserve evidence or 4._____ by questioning
- The person 5.____for a serious arrestable offence .
- That 6._____is being conducted diligently and expeditiously.

At the end of the detention time the person 7._____must be charged or 8._____.

Watching

2.5 Watch the video <https://www.youtube.com/watch?v=PIMbCTVcaKg>

“At the police station” and answer the questions:

1. Why did a boy come at the police station?
2. What questions did a policeman ask the boy?
3. What did a policeman ask the boy to do?

Grammar Focus: Sequence of Tenses. Reported Speech

2.6 Report the conversation you watched in 2.5 paying attention to the rules of sequence of tenses and reported speech

2.6.1 Change into Indirect Speech:

1. She claimed: “I know the criminal”
2. The defendant said “I am not guilty”
3. The policeman said “There has just been a car accident”
4. The policeman ordered: ”Don’t move!”
5. A passerby asked: ”Where is the Police Station?”

2.6.2 Translate into English:

1. Він запитав, хто розслідує його справу.
2. Вона сказала, що не знає свідка.
3. Слідчий запитав, чи є свідки вбивства.
4. Поліцейський наказав не рухатись.
5. Поліцейський наказав підняти руки вгору.

GRAMMAR GUIDE

Умовні позначення

S – підмет

S₀ – підмет в однині

S_s – підмет у множині

S₁ – підмет головного речення

S₂ – підмет підрядного речення

V₀ – дієслово в першій формі (в інфінітиві)

V₂ – дієслово в другій формі

V₃ /ed – дієслово в третій формі

V_s – дієслово в третій особі однини теперішнього часу

$\frac{?}{W}$ – питальне слово або словосполучення

THE PRESENT INDEFINITE TENSE

REMEMBER THE FOLLOWING ADVERBIALS OF TIME:

every day, every week, as a rule, usually, always, often, seldom, occasionally, etc

So/s + Vs/o..

They work as Prosecutors.

He studies at Law Academy.

**S + do
does + not V₀ ...**

I do not agree with the witness.

This lawyer does not work here.

**Do
Does + (not) S + V₀ ...?**

Do you study at Law Department?

Does Mary live near the University?

**$\frac{?}{W}$ + do
does + (not) S + V₀ ...?**

Where does your brother work?

Why don't you ask your defense lawyer for a piece of advice?

Who/What + V_s...?

**Who
What + does not V₀ ...?**

Who investigates this case?

THE PAST INDEFINITE TENSE

REMEMBER THE FOLLOWING ADVERBIALS OF TIME: yesterday, the day before yesterday, last week (night, spring, year), a year (some minutes, two weeks) ago, last April, in 1978

S+ V₂/ ed...

He investigated this case in 1999.

S + did not V₀...

He did not study Criminal Law last year.

Did (not) S+ V₀...?

Did you study Civil Law last year?

Didn't they find him guilty?

$\frac{?}{W} + \text{did (not) S+V}_0 \dots ?$

When did he kill him?

Why didn't you ask me to help you?

Who + V₂/ed... ?
What

Who investigated this case in 1999?

Who + did (not) V₀ ... ?
What

Who didn't fine the offender?

THE FUTURE INDEFINITE TENSE

REMEMBER THE FOLLOWING ADVERBIALS OF TIME: tomorrow, next week (year, month), in 2035, in 5 minutes, etc

S + **shall**
will + V₀ ...

They will question the witnesses tomorrow.

S + **shall**
will + not V₀ ...

He will not go to the police the day after tomorrow.

Shall
Will + (not) S + V₀ ...?

Will you take your exam in Criminal Law tomorrow?

$\frac{?}{W}$ + **shall**
will + (not) S + V₀ ...?

How long will he stay in prison?

Who
What will (not) V₀ ...?

Who will question the witnesses?

У підрядному реченні часу або умови після сполучників after, before, as soon as, till, until, when, if для вираження майбутньої дії вживається Present Indefinite

S₁ + **shall**
will + V₀ | if (when, etc) + S₂ + Vs/o ...

We shall discuss the question when a police officer comes.

THE PRESENT CONTINUOUS TENSE

REMEMBER THE FOLLOWING ADVERBIALS OF TIME: now, at this moment

S + **am**
 is + Ving...
 are

They are listening to the judge now.

The police officer is writing the report about car accident now.

S + **am**
 is + not Ving..
 are

The students are not taking the exam.

The police officer is not interrogating the suspect now.

Am
Is + (not) S + Ving... ?
Are

Is he taking the exam in Criminal Law now?

Is the police officer interrogating the suspect now?

?
W + **am**
 is + (not) S+Ving...?
 are

What is he doing?

What report are you reading?

Who
What + **is (not) Ving ...?**

Who is waiting for you downstairs?

Who is interrogating the suspect now?

THE PAST CONTINUOUS TENSE

REMEMBER THE FOLLOWING ADVERBIALS OF TIME: *at 4 o'clock yesterday, from 2 till 5 yesterday, the whole day yesterday, at this time yesterday, while... etc*

S + **was**
were + Ving

A police officer was writing a report at this time yesterday.

S + **was**
were + **not** Ving

He was not watching “ Court Trial ”on TV at this time yesterday.

Was
Were + (not) S + **not** Ving ...?

Was the suspected working in the garden at 4 o'clock yesterday?

?
W **was**
were + (not) S + Ving ...?

What was he doing at five o'clock yesterday?

Who
What + **was** (not) Ving...?

Who was giving statements while detective was making the report?

THE FUTURE CONTINUOUS TENSE

REMEMBER THE FOLLOWING ADVERBIALS OF TIME: *at this time tomorrow, from 1 till 2 tomorrow, whe he comes, the whole day tomorrow, etc.*

S + **shall**
will + be Ving ...

Ann will be preparing for her exam in Criminal Law the whole day tomorrow.

S + **shall**
will + not be Ving ...

He won't be questioning the witnesses at this time tomorrow.

Shall
Will + (not) S + be Ving ...?

Will you be reading for your exam in Labour Law at 3 o'clock tomorrow?

$\frac{?}{W}$ + **shall**
will + (not) S + be Ving ...?

Where will you be waiting for us?

Who
What + will (not) be Ving ...?

Who will be questioning the suspects 3 o'clock?

THE PRESENT PERFECT TENSE

REMEMBER THE FOLLOWING ADVERBIALS OF TIME: *already, never, ever, yet, today, this week, since, so far, How long?etc.*

S + **have**
has + V₃ ...

She has already investigated the case.

S + **have**
has + not V₃ ...

The investigator has not searched the house yet.

Have
Has + (not) S + V₃ ...?

Has the judge passed the sentence yet?

$\frac{?}{W}$ + **have**
has + (not) S + V₃ ...?

Why haven't you explained the reason of your criminal act?

Who
What + has (not) V₃ ...?

Who has mentioned the name of the robber?

THE PRESENT PERFECT CONTINUOUS TENSE

S + **have**
has + been Ving...

We have been studying Criminal Law for 2 years.

S + **have**
has + not been Ving...

The suspects have not been driving their cars since Monday.

Have
Has + (not) S + been Ving ...?

Have you been interviewing the suspects since morning?

?
W + **have**
has + (not) S + been Ving ...?

Why hasn't he been sleeping well lately?

Who
What + has (not) been Ving ...?

Who has been watching us for 2 hours?

What case has the investigator been investigating for 2 weeks?

THE PAST PERFECT TENSE

S + had V₃ ...

She had passed the exam by 4 o'clock yesterday.

S + had not V₃...

The investigator hadn't made the report by the time the chief inspector called.

Had (not) + S + V₃... ?

Had he found the evidences by the time the Prosecutor called?

$\frac{?}{W}$ + had (not) S + V₃ ...?

What had you done by 9 o'clock last night?

**Who
What + had (not) V₃ ...?**

Who had passed the credit in Criminal Law by 10 o'clock yesterday?

THE SEQUENCE OF TENSES

INDIRECT STATEMENTS

При перетворенні речення у прямій мові в речення у непрякій мові, форма дієслова додаткового підрядного речення змінюється відповідно до форми дієслова головного речення:

* Якщо дія, позначена дієсловом підрядного речення, відбувається одночасно з дією головного речення, у підрядному реченні вживається дієслово в *Past Indefinite* або в *Past Continuous Tense*.

* Якщо дія, позначена дієсловом підрядного речення, відбулася раніше дії головного речення, у підрядному реченні – *Past Perfect Tense*.

* Якщо дія, позначена дієсловом підрядного речення, є майбутньою стосовно дії, вираженої дієсловом головного речення, у підрядному реченні вживається дієслово в *Future-in-the-Past*.

Таблиця 1 – Пряма та непряма мова

Direct Speech	Indirect Speech
Present Simple <i>"I work as an investigator", she says.</i>	Present Simple <i>She says she works as an investigator</i>
Present Continuous <i>"He is making a report", she says.</i>	Present Continuous <i>She says he is making a report.</i>
Present Perfect <i>"He has found the criminal", she says.</i>	Present Perfect <i>She says he has just found the criminal.</i>
Present Simple <i>"I work as an investigator", she said.</i>	Past Simple <i>She said she worked as an investigator.</i>
Present Continuous <i>"He is making a report", she said.</i>	Past Continuous <i>She said he was making a report.</i>
Present Perfect <i>"He has found the criminal", she said.</i>	Past Perfect <i>She said he had found the criminal</i>
Past Simple <i>"He left an hour ago", she said.</i>	Past Perfect <i>She said he had left an hour ago.</i>
Past Continuous <i>"I was searching the house when she rang me", the investigator said</i>	Past Continuous <i>The investigator said that he was searching the house when she rang him.</i>
Past Perfect <i>Tom said: "I had searched the house by 5 o'clock yesterday.</i>	Past Perfect <i>Tom said that he had searched the house by 5 o'clock the day before.</i>
Future Simple <i>"He will be back in an hour", she said.</i>	Future-in-the-Past <i>She said he would be back in an hour.</i>
Future Continuous <i>"He will be questioning the witness in an hour", she said.</i>	Future Continuous-in-the-Past <i>She said he would be questioning the witness in an hour.</i>

	said		+ V ₂ /ed....
S ₁ +	knew	+ (that) S ₂	+was/were Ving
	was sure		had been Ving
			+ had V₃....
			+ should V ₀
			+ would

The judge said that the suspected was guilty.

He said that he was questioning the witnesses at 3 o'clock that morning.

He said that he had killed him for self defense.

They said that they would go to the police the next morning.

При перетворенні прямої мови в непряму відбуваються такі зміни обставин часу:

Пряма мова	Непряма мова
here	there
now	then
today	that day
last night	the night before
yesterday	the day before/the previous day
two days ago	two days before/two days earlier
this	that
these	those

Щоб передати **спонукальні речення** в непрямій мові потрібно вживати дієслово з часткою **to** або **not to-** при заперечному спонуканні

The policeman ordered: “Put the hands up!”

The policeman ordered the criminal to put the hands up.

The policeman ordered: “Do not to move!”

The policeman ordered not to move.

Щоб передати **запитання** в непрямій мові, після питального слова (*what, where, how many/much, what time etc.*) або сполучника (*if, whether*) потрібно поставити підмет підрядного речення, а за ним – присудок. При цьому слід дотримуватися правила узгодження часів.

1. *He asked her “ When will you go to police? ” -*

He asked her when she would go to the police.

2. *“Do you want to be a policeman?” she asked him. -*

She asked him if he wanted to be a policeman.

3. *“What were you doing at 3 o’clock on Monday?”-*

The police officer asked her what she had been doing at 3 o’clock on Monday.

THE PASSIVE VOICE

Щоб виразити дію, спрямовану на підмет (дію в пасивному стані), після підмета потрібно поставити дієслово *to be* у відповідному часі, а за ним – третю форму дієслова.

Present Simple S +	am is are	V₃/ed....
Past Simple S +	was were	V₃ /ed
Future Simple S +	shall will	be V₃ /ed
Present Continuous S +	is/are/ am	being V₃ /ed
Past Continuous S +	Was/ were	being V₃/ed
Present Perfect S +	have has	been V₃/ed
Past Perfect S +	had	been V₃/ed
Future Perfect S +	shall will	+ have has been V₃/ed

The suspects are questioned the police office.

A new law will be passed next week.

The alibi is being discussed now.

Present Simple S +	am is are	+ not + V₃/ed
Past Simple S +	was were	+ not + V₃ /ed
Future Simple S +	shall will	+ not + be V₃/ed
Present Continuous S +	is /am/are	+ not + being+ V₃ /ed

Past Continuous	S + Was /were + not + being+ V₃/ed
Present Perfect	S + have /has + not + been+ V₃ /ed
Past Perfect	S + had + not + been+ V₃/ed ...
Future Perfect	S + shall /will + have + not + been+ V₃ /ed

A new law has not been passed yet.

The alibi will be discussed in 5 minutes.

The witnesses had been questioned by 3 o'clock yesterday.

Present Simple	Am / Is / Are (not) S + V₃ /ed ...?
Past Simple	Was / Were (not) S + V₃ /ed ...?
Future Simple	Shall / Will (not) S + be+ V₃ /ed ...?
Future Simple	Is / am / are (not) S + being +V₃ /ed ...?
Past Continuous	Was /Were (not) S+ being + V₃/ed?
Present Perfect	Have / Has (not) S + been+ V₃ /ed ...?
Past Perfect	Had (not) S + been + V₃/ed ?

Will the suspect be interrogated tomorrow ?

Is a witness being interrogated now?

Have the witnesses been interrogated yet?

Іноземна мова за професійним спрямуванням

Present Simple	$\frac{?}{W}$	+	am is are	(not) S + V ₃ /ed ...?
Past Simple	$\frac{?}{W}$	+	was were	(not) S + V ₃ /ed ...?
Future Simple	$\frac{?}{W}$	+	shall will	(not) S + be V ₃ /ed ...?
Present Continuous	$\frac{?}{W}$	+	am/ is/are	(not) S + being V ₃ /ed ...?
Present Perfect	$\frac{?}{W}$	+	have has	(not) S + been V ₃ /ed ...?
Past Perfect	$\frac{?}{W}$	+	had	(not) S + been V ₃ /ed ...?
Future Perfect	$\frac{?}{W}$	+	will (not) have	S + been V ₃ /ed ...?

Where were the fingerprints found?

When will the agreement be signed?

What witness is being interrogated now?

Present Simple	Who What	is	(not) V ₃ /ed ...?
Past Simple	Who What	was	(not) V ₃ /ed ...?
Future Simple	Who What	will	(not) be V ₃ /ed ...?
Present Continuous	Who What	is	(not) S + being V ₃ /ed ...?
Present Perfect	Who What	has	(not) S + been V ₃ /ed ...?
Future Perfect	Who What	will	have (not) S + been V ₃ /ed ...?

Who was killed yesterday?

MODAL VERBS AND THEIR EQUIVALENTS

Таблиця 2 – Модальні дієслова та їх еквіваленти

Дієслово	Значення	Present	Past	Future
can	Можливість дії (здатність розумова чи фізична)	can is/am/are able to	could was able to were	will/ shall be able to
may	Дозвіл	may	might was allowed to were	will/ shall be allowed to
must	Обов'язок Заборона	must	-----	-----
to have to	Необхідність, зумовлена обставинами	have/has to	had to	Shall/ will have to
to be to	необхідність, обумовлена розкладом, домовленістю	is/am/are to	was/were to	
need	Необхідність виконання дії. Відсутність неохідності	need	Needn't have Ved/3 (можна було не робити, але зробили) Didn't need to (можна було не робити, і не робили)	need
should	Порада, рекомендація	Should	Should have V ed/3 (критика)	
ought to	моральний обов'язок	ought to	ought have V ed/3 (критика)	

can
S + may + V₀....
must
should

You should call police when you see a car accident
 We can appeal this case to the higher court.

can
may
S + must not+ V₀
shouldn't

You must not cross the street at the red light.
 You must not drive when you consume alcohol.

Can
May + S + V₀ ...?
Must
Should

Cannot
May not + S + V₀ ...?
Must not

Can I see the witnesses?
 Can I call to my attorney?

?	can		
W	may	+	S + V ₀ ...?
	must		
?	cannot		
W	may not	+	S + V ₀ ...?
	must not		

Where can I see a police officer?
 How can I give the statements?

Who	+	can	+	V ₀ ...?	Who	+	cannot	+	V ₀ ...?
What		may			What		may not		
		must					must not		
		Should							

Who can investigate the situation?
 Who should I interrogate?

Модальні дієслова **must**, **may**, **might**, **can't** можуть вживатися у значенні припущення, сумніву, впевненості чи непевненості з боку мовця у можливості дії, вираженої наступним інфінітивом. Особливості перекладу: **must** – напевно, **may** – можливо, **might** – малоймовірно, **can't** – не може бути. У поєднанні з **Indefinite Infinitive** вживається у відношенні теперішнього і майбутнього часу; у поєднанні з **Perfect Infinitive** вживається відносно минулого часу.

He **must** work as a policeman. – Він, напевно, працює поліцейським.

He **may** have arrested the criminal. – Можливо, він арештував злочинця.

He **can't** have killed his wife. – Не може бути, щоб він вбив свою дружину.

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